



**SEATTLE
PUBLIC
SCHOOLS**

Continuous School Improvement Plan (CSIP)

Concord International Elementary School
2016 - 2018

Principal
Norma Zavala

School Overview

Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District’s plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school’s goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

This CSIP was shared with the staff and voted and approved with a 2/3 majority on June 14, 2017.

Mission and Vision

Mission	Vision
<p>The Mission of Concord International School is to provide all students with an academically rigorous education from a global perspective in a respectful and inclusive environment.</p>	<p>The vision of Concord International School is to have high engagement with students, parents, and community partnerships to ensure that every student learns at high levels to succeed in school, our community, and in the global world.</p> <ul style="list-style-type: none"> · We will show academic excellence through a dynamic learning environment that is vertically aligned using engaging project-based curriculum that is historically and culturally situated with a global perspective. Our students will be exposed to the arts, music, and technology in order for them to enrich their learning. · We will demonstrate a personal commitment to Professional Learning Communities that give us mutual accountability, working interdependently in collaborative teams, and demonstrate a personal commitment to the academic

Mission	Vision
	<p>success and general well-being of each student.</p> <ul style="list-style-type: none"> · We will collaborate with our community partnerships to build consistent supportive systems for our students to ensure that they feel empowered and a sense of belonging at Concord International School. · We will connect with parents on a regular basis to answer questions about their child’s education, provide academic resources and strategies to support students at home and celebrate their child’s successes.

Terminology

Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

ALO (or HC -highly capable): Advanced Learning Opportunities. Building based program that serves students with a designation of advanced learners.

BLT: Building Leadership Team. A school’s advisory, decision making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

Career Ladder Teachers. teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

ELL: English Language Learners. Students who have been identified as needing additional support learning English.

IEP: Individualized Education Plan. An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

MTSS: Multi-Tiered System of Support. Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

PD: Professional Development. Instruction and learning activities for teachers to improve or broaden instructional practice.

PLC: Professional Learning Community. A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

RULER- Recognizing Understanding Labeling Expressing Regulating: a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

SMART Goal. Specific, Measurable, Attainable, Realistic and Timely

SIT: Student Intervention Team. A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

School-Wide Programs/Multi-Tiered System of Support

Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.

In analyzing our 2016-2017 academic data (SBA, Fountas & Pinnell, ReThink Benchmark), student climate survey and family survey the following student learning concerns were noted:

- Students scored lower on the Fountas and Pinnell assessment for non-fiction text
- Families shared a need for understanding what students are expected to learn
- Students who scored below proficiency on the Listening strand of the SBA, also scored below proficiency on the other strands in Reading
- Students scored higher proficiency on the Communication strands of the SBA for reading and math
- In Math, ReThink benchmarks showed that students score lower proficiency in grades K-3 on subtraction and scored lower proficiency in grades 3-5 for problem solving
- ELL's are not progressing adequately in language acquisition and are not able to access CCSS, therefore limiting their proficiency on tests such as the SBA or ELPA 21.

Student Learning Problem: Students do not demonstrate adequate skills to meet proficiency for problem solving in math.

2016-2017 Data:

Math Assessments:

- ReThink Benchmark Assessment grades K-5 (spring 2017)
 - Tier 1 (at or above grade level) – 37%
 - Tier 2 (approaching grade level) – 39%
 - Tier 3 (below grade level) – 18%
- Smarter Balanced Assessment (SBA) (spring 2017)
 - 3rd Grade – 30% met proficiency
 - 4th Grade – 27% met proficiency
 - 5th Grade – 28% met proficiency
 - Parent Refusals #: 13 students

Reading Assessments:

- Fountas and Pinnell Reading Assessment English grades K-5 (spring 2017)
 - Tier 1 (at or above grade level) - 38%
 - Tier 2 (approaching grade level) – 18%
 - Tier 3 (below grade level) – 38%

- Fountas and Pinnell Reading Assessment Spanish grades K-1 (spring 2017)
 - Tier 1 (at or above grade level) - 36%
 - Tier 2 (approaching grade level) – 18%
 - Tier 3 (below grade level) – 46%
- Smarter Balanced Assessment (SBA) (spring 2017)
 - 3rd Grade - 19% met proficiency
 - 4th Grade – 31% met proficiency
 - 5th Grade – 37% met proficiency
 - Parent Refusals #: 13 students

English Language Proficiency Assessment 21 (ELPA21) 2017 (spring 2017):

Kindergarten –

- 3% proficient in 2015-2016
- 0% proficient in 2016-2017

First grade –

- 5% proficient in 2015-2016
- 3 % proficient in 2016-2017

Second Grade –

- 5% proficient in 2015-2016
- 17% proficient in 2016-2017

Third Grade –

- 3% proficient in 2015-2016
- 13% proficient in 2016-2017

Fourth Grade –

- 11% proficient in 2015-2016
- 20% proficient in 2016-2017

Fifth Grade –

- 16% proficient in 2015-2016
- 19% proficient in 2016-2017

Student Survey (spring 2017):

- Classroom Environment: 49%
- Learning Mindset: 76%
- Safety: 59%

Family Survey (spring 2016):

- Parent/Family Influence and Decision Making: 69%
- School Educational Quality: 70%
 - I know what my child will learn this year: 55%
 - I know programs available to help my child: 68%
 - The school is preparing my child for the future: 73%
 - The school does a good job of sharing student progress: 65%
- Welcoming and Culturally Responsive School Climate: 81%

Our school improvement plan now includes the following actions to improve student participation rate on the state assessments:

- Careful constructed testing schedule. Teacher set expectation for testing.
- Teachers sent lists of students testing for the day to encourage reluctant students
- Met with parents refusing to have students tested to review benefits of taking the test.
- Calls to students and families to encourage them to take if they did not test. Primarily Special Education and students with chronic attendance issues.

We will use research-based strategies that help targeted students.

All Students:

In all classrooms daily learning targets/objectives will be posted and communicated in order for students to know what they are learning. All students will be provided feedback in all content areas on a regular basis through the use of different strategies such as conferring, written responses, etc. Classroom teachers will create and post lesson plans that include the daily learning target/objective and formative assessments on a weekly basis. This will allow for communication with all specialists so that they can create support plans for the students they work with.

All students are assessed for math with ReThink Benchmark assessment and for reading with Fountas & Pinnell benchmark assessment three times per year (fall, winter, spring). Our Multi Tiered System of Supports (MTSS) team reviews this assessment data, along with data from the state Smarter Balanced Assessment (SBA) and English Language Proficiency Assessment 21 (ELAP21) data to place students into tiers and determine the services provided by our math and reading interventionists. All students receive core instruction that includes projects within and outside of the school. Our interventionists or the classroom teacher serve students who need additional support or enrichment during differentiated small group time.

Their classroom teacher and/or interventionist in math and reading assess students every 6 weeks. In math, teachers give three check points per week aligned with the CCSS and review grade level data every 6 weeks to determine intervention groups. In the classroom, teachers provide interventions for focus area(s) once per week. In reading students are assessed through conferring, running records and phonics assessments in between the F&P benchmark assessments.

Students who are in tier 3 for reading and/or math are invited to participate in 6 week sessions of before/after school interventions. Students who are in Tier 2 for reading and math are invited to participate in the YMCA Cougar Academy for the year. These interventions are provided in partnership with the YMCA Cougar Academy and City Year.

English Language Learners:

English Language Learners (ELL) are provided support for language development through our Dual Language program (for native Spanish speakers) and from our ELL team and teachers. School wide strategies that are used in all classrooms include the following: use of sentence stems, “talk moves” to promote discussion, visuals/anchor charts and word walls. Specific strategies that our ELL staff use include: small group instruction to promote student conversations, Guided Language Acquisition Design (GLAD), Total Physical Response (TPR) and Connect Interpret Apply (CIA) reading program.

Advanced Learning Opportunities:

Classroom teachers provide Advanced Learners (ALO) CCSS based learning aligned to their assessed level. Some examples include the following:

- In math students are provided small group instruction at their level during acceleration days
- In literacy students are provided independent reading and small group instruction at their assessed Fountas & Pinnell reading level
- Students that are identified as qualifying for ALO are provided an individualized instructional plan that may include application of skills in extended projects or differentiated group/individual learning experiences. Student plans are developed in collaboration with parents and monitored throughout the year.

Special Education Students:

Students who qualify for Special Education services are provided an educational experience that includes both push in and/or pull out small group support based on individual need and aligned to their Individual Education Plan (IEP). Students who qualify for ELL and Special Education services and are also in the Dual Language program are provided support aligned to their IEP's and in the language of classroom instruction for that content (English and/or Spanish). This is in alignment with the Guiding Principles of the Dual Language program.

Gap Closing Groups:

For our 2nd – 5th grade ELL students we provide before or after school math groups focused on language acquisition. These groups use numberless word problems, vocabulary charts, and problem solving strategies to support students in solving math problems.

This year, we will be implementing school wide PBIS strategies that include common expectations and positive reinforcement in combination with RULER to meet the relational structural needs. Throughout the year we will be implementing different strategies for our Tier 2 and 3 students such as Check and Connect and/or individual support plans.

As a staff, one focus of our professional develop this year will be on race and equity in order to better understand our community, students and one another with the goal of strengthening relationships.

Our school offers professional development that is high quality and ongoing.

The focus of our school wide professional development this year is centered on differentiation to meet the academic and social-emotional needs of our students. Differentiation requires a solid understanding of the CCSS and SPS curriculum as well as routines and structures that support students with their social-emotional needs. Therefore we will provide professional development during staff meeting, early release and TRI days focused on the following topics:

- Differentiation of instruction
- K-5 literacy (Center for Collaborative Classrooms curriculum, Spanish literacy curriculum, Fountas & Pinnell Assessment)
- Social Emotional (PBIS, trauma informed practices)
- Race & Equity

Professional Learning Communities

Our school will increase parent/family engagement.

- Our school sends home a weekly school family newsletter that provides information about our school happenings and events.

- Families are invited to attend our school events as aligned to our FEAT plan. This includes fall curriculum nights (K-2 and 3-5) and weekly student assemblies.
- In the late fall, we invite everyone to Parent Teacher Conferences.
- We are currently recruiting parents for our BLT, Race & Equity, and FEAT teams for the 2017-18 school year.
- Homework Policy:
 - o K-5 students should read a minimum of 20 minutes per night at their F&P independent level and record this time on their reading log.
 - o K-5 students should practice math fluency aligned to their grade level CCSS (i.e. counting, addition, subtraction, multiplication, division).
 - o Individualized work and projects to be completed at home, will be communicated with families ahead of time. The school will support students as necessary to complete this work.
- Family Survey Summary 2016
 - o Parent/Family Influence and Decision Making: 69%
 - o School Educational Quality: 70%
 - I know what my child will learn this year: 55%
 - I know what programs are available to help my child: 68%
 - The school is preparing my child for the future: 73%
 - The school does a good job of sharing student progress: 65%
 - o Welcoming and Culturally Responsive School Climate: 81%

Our goal is to provide academic student progress to families in addition to the trimester progress reports (i.e. monthly ReThink student progress). Families of students who are not making adequate growth will also be informed, as aligned with our MTSS process. This year our curriculum night will focus on sharing what students will be learning at each grade level and what programs are available to support them.

Our staff is involved in decision-making.

- The BLT has reviewed and provided input for our CSIP this spring along with staff representatives from ELL, Special Education, Math Interventionist and Reading Interventionist on 5/11/17 and 6/12/17.
- The CSIP was shared with the staff and voted and approved with a 2/3 majority on 6/14/17.
- The BLT has developed and shared our school's BLT By-Laws with staff.
- School staff is involved in decision-making according to our school's Decision Making Matrix.

We will assist our students to meet standard.

- All students are assessed for math and reading on ReThink and Fountas & Pinnell benchmark assessment three times per year (fall, winter, spring). Our MTSS team reviews this assessment data, along with state SBA and ELPA 21 data to tier students and determine services provided by our math and reading interventionists. All students receive core instruction that includes projects within and outside of the school. Students who need additional support or enrichment are served by our interventionists or the classroom teacher through differentiated small group time.
- Students who are in tier 3 for reading and math are invited to participate in 6 week rotating before school interventions. Students who are in tier 2 for reading and math are invited to participate in the YMCA Cougar Academy for the year. These interventions are provided in partnership with the YMCA Cougar Academy and City Year.
- Students who are in tier 2 or 3 for reading and/or math will be invited to attend various learning opportunities/interventions during school breaks throughout the year.

- The classroom teacher and/or interventionist for math and reading assess students every 6 weeks. In math teachers give three check points per week aligned with the CCSS and review grade level data every 6 weeks to determine intervention groups. In the classroom, teachers provide interventions for on focus area (s) once per week. In reading students are assessed through conferring, running records and phonics assessments in between the F&P benchmark assessments.
- Through the Arts Impact: SAIL grant, teachers provide students opportunities to develop their 21st century learning skills. This past year our students showed a 16% increase in perseverance on tasks in the yearly assessment report.

Retain high quality, highly effective, and highly qualified staff.

- Teacher Experience
 - o Less than 3 years: 20%
 - o 3-4 year: 25%
 - o 5-9 years: 15%
 - o 10-14 years: 10%
 - o 15-19 years: 15%
 - o 20 + years: 15%
- Primary teachers (K-2) and new teachers to our school were provided additional support from Instructional Assistants (IA's) and/or interventionist for the first two weeks of school.
- Teachers who are new to the district are supported in ensuring their HR paperwork is completed through communication with SPS and OSPI.
- Teachers who are new to the school and/or changing grade levels or roles are provided time and a budget to prepare their classroom for the start of school.
- Teachers are encouraged and supported to participate in important SPS PD aligned to our school goals by securing subs.
- Teachers are provided the opportunity to engage in teacher leadership roles through various school and district committees (i.e. Career Ladder Teachers).
- Teachers are provided the opportunity to participate in integrated arts PD through our Arts Impact: SAIL grant. This includes a week long training in the summer as well as an arts mentorship throughout the year.
- Grade levels and programs are provided paid time to review their student data and collaborate and create their curriculum maps aligned to CCSS.
- Our current staff is highly qualified – all certificated teachers hold endorsements aligned to their job title classification. Staff that need additional professional development for their specific job description are provided it through the school or district.
- Alignment of resources is driven by our MTSS model, data and school partnerships. Our reading and math interventionists work with our Tier 3 students; classroom teachers and City Year corps members in grade 3-5 work with our Tier 2 students.

How do we support the transitions of new students and families into our school?

- Students and families new to our school meet with our school counselor and/or administration when they enroll to provide them with information about our school.
- ELL students who are new to the country and/or school are greeted by an ELL teacher and supports is provided as needed to transition the student to school.
- Our incoming Kindergarten students are invited to participate in Jumpstart in August, and attend school tours in the spring and summer. All families are invited to participate in a 1:1 conference with their teacher during the first three days of school.

- Early Learning Fitness (ELF) Curriculum is implemented in Pre School – 2nd grade to support students with movement and literacy skills.
- Our school office communicates with the YMCA Pre School and Head Start program through email about our family events and invites preschool families to attend.
- The 5th grade students and teachers meet with Denny International staff either at Concord International or Denny Middle School in the spring.

How do we support students identified as highly capable?

Classroom teachers provide Advanced Learners (ALO) CCSS based learning aligned to their assessed level. Some examples include the following:

- In math students are provided small group instruction at their level during acceleration days
- In literacy students are provided independent reading and small group instruction at their assessed Fountas & Pinnell reading level
- Students that are identified as qualifying for ALO are provided an individualized instructional plan that may include application of skills in extended projects or differentiated group/individual learning experiences. Student plans are developed in collaboration with parents and monitored throughout the year.

Multi-Tiered System of Supports Budget

The following table describes how funds are allocated to support and improve student learning.

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Title I, Part A	171,890	After school program, additional in class assistance, small group pull out when needed to reinforce grade level state standards.
2017-2018	Combined	Learning Assistance Program (LAP)	83,886	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	2,423,316	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	100,958	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	73,527	Funding to support MTSS supports at all schools.
2017-2018	Combined	Family and Education Levy (FEL)	240,689	City Levy funds to support targeted students and increase attendance at funded schools.
2017-2018	Specific Use	Transitional Bilingual	295,277	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	166,535	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

Building Based Goals

We have chosen to focus on the following area(s) over the 2017-18 school year

Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Student Climate Survey (spring 2017)</p> <ul style="list-style-type: none"> - Classroom environment: 49% - Belonging: 69% <p>ReThink Math Benchmark (spring 2017)</p> <p>Tier 3: 52 students (33 ELL, 6 ELL/SpEd, 3 SpEd)</p>	<ul style="list-style-type: none"> • Connected to your Problem of Student Learning, what is your gap-closing goal for a subset of students? • What student achievement indicators will you monitor over the year to inform your progress toward meeting your student achievement goals (ex. formative assessments, screeners, observation data, survey data)? <p>By June 2018, 25% of the 52 students identified as Tier 3 in 1st – 5th grade will move to Tier 2 or 1 on the ReThink math benchmark.</p>	<p>Principal Assistant Principal</p> <p>Certificated Teachers</p> <p>Instructional Assistants</p>	<p>June 2018</p>

Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
Kindergarten: ReThink Math Benchmark (Spring 2017) Tier 1: 79% Tier 2: 17% Tier3: 4%	Kindergarten SMART Goal: Math: All students in grades K-5 will have a ReThink math average overall check point score and/or spring ReThink benchmark score of 2.5 or above.	Kindergarten Teachers	June 2018
1 st Grade: ReThink Math Benchmark (Spring 2017) Tier 1: 55% Tier 2: 40% Tier3: 5%	1 st Grade SMART Goal: Math: All students in grades K-5 will have a ReThink math average overall check point score and/or spring ReThink benchmark score of 2.5 or above.	1 st Grade Teachers	June 2018
2 nd Grade: ReThink Math Benchmark (Spring 2017) Tier 1: 52% Tier 2: 36% Tier3: 12%	2 nd Grade SMART Goal: Math: All students in grades K-5 will have a ReThink math average overall check point score and/or spring ReThink benchmark score of 2.5 or above.	2 nd Grade Teachers	June 2018
3 rd Grade: ReThink Math Benchmark (Spring 2017) Tier 1: 20% Tier 2: 44% Tier3: 36%	3 rd Grade SMART Goal: Math: All students in grades K-5 will have a ReThink math average overall check point score and/or spring ReThink benchmark score of 2.5 or above.	3 rd Grade Teachers	June 2018
4 th /5 th Grade: ReThink Math Benchmark (Spring 2017) Tier 1: 40% Tier 2: 47% Tier3: 26%	4 th /5 th SMART Goal: Math: All students in grades K-5 will have a ReThink math average overall check point score and/or spring ReThink benchmark score of 2.5 or above.	4 th /5 th Grade Teachers	June 2018

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p><u>SBA 2017</u></p> <p>Overall Math</p> <ul style="list-style-type: none"> - 3rd Grade – 30% - 4th Grade – 27% - 5th Grade – 28% <p>Problem Solving and Modeling and Data Analysis</p> <ul style="list-style-type: none"> - 3rd Grade – 36% - 4th Grade – 39% - 5th Grade – 46% <p><u>ReThink 2017</u></p> <p>Domain: Operation & Algebraic Thinking (OA)</p> <p>K: 81%</p> <p>1: 88%</p> <p>2: 75%</p> <p>3: 69%</p> <p>4: 58%</p> <p>Domain: Measurement & Data (MD)</p> <p>4: 58%</p> <p>5: 69%</p> <p>Domain: Number & Operations – fractions (NF)</p> <p>5: 73%</p> <p><u>Student Climate Survey</u></p> <ul style="list-style-type: none"> - Classroom environment: 49% - Learning Mindset: 76% - Belonging: 69% 	<p>Students in grades K-5 will increase proficiency on each of the ReThink Benchmark CCSS Domains listed to the left by 15% by June 2018.</p>	<p>Principal Assistant Principal</p> <p>Certificated Teachers</p> <p>Instructional Assistants</p>	<p>June 2018</p>

School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p><u>Student Survey Results (spring 2017)</u></p> <p>Learning Mindset: 76%</p> <ul style="list-style-type: none"> - I finish whatever I begin: 63% 	<p>Staff will support improving student’s learning mindset by teaching them to set and monitor their own goals, complete what they start and try new and challenging things improving from 76% to 90% by June of 2018.</p>	<p>Principal Assistant Principal</p> <p>Certificated Staff</p> <p>Classified Staff</p>	<p>June 2018</p>